

A Social Survey — My Neighbourhood

Task: Planning a presentation to give a brief report of your neighbourhood

INTRODUCTION

Vocabulary and writing

Preparation

- Before the students open their books, ask them to think about either the neighbourhood they live in or the neighbourhood of the school, if that is different.
- Elicit from the whole class the buildings (e.g. apartment blocks, banks, offices, shops) and other places (e.g. parks, lakes, rivers) that are found there. You may want to list them on the board and classify them according to their purpose (e.g. living, commercial, entertainment, services), then elicit other examples for the categories.

1 Look at the words in the box. Which words do you use to describe buildings?

- Read through the words in the box and have the students repeat them after you, paying particular attention to stress.
- Ask the students to decide which words are connected with buildings.

ANSWERS

apartment, apartment block, five-storey, high-rise building, (second) floor, stone

2 Read about the homes of the two students. Which one is more similar to yours?

- Ask the students to answer the question individually.
- Put the students in pairs to compare their answers.
- Call back the answers from the class.

3 Write three or four sentences describing your home.

- Ask the students to work alone and to write three or four sentences.

Now work in pairs and compare your homes.

- Put the students in pairs to compare their answers.
- If you want, some students can read out their description to the whole class.

READING AND VOCABULARY

1 Read *A Lively City*. Choose the correct answers.

- Read through the questions as the students follow.
- Have the students read the passage and choose the correct answers.
- They can check with a partner when they have finished.
- Call back the answers from the class.

ANSWERS

1) a 2) b 3) b

2 Read *A Lively City* again. Are these statements true (T) or false (F)?

- Ask the students to read the passage again and decide if the statements are true or false.
- Put the students in pairs to compare their answers.
- Call back the answers from the class.

ANSWERS

1) T 2) F 3) T 4) F 5) F 6) T

3 Find the following words and phrases in *A Lively City*. Choose the correct answers.

- Read through the words in the box and have the students repeat them after you, paying particular attention to stress.
- Ask the students to read the passage again and guess the meaning of the words, rather than use their dictionaries. They should do this individually.
- Call back the answers from the class.
- If there is a word/are some words which nobody in the class can guess, then the students can check in their dictionaries.

ANSWERS

1) b 2) b 3) b 4) b 5) a 6) a 7) a

Teaching Tip: Inference

One of the crucial sub-skills of reading is the ability to infer the meaning of a word from the clues which are to be found in the text which surrounds it. It is very important to foster this skill by giving the students opportunities to practise it. If the students are unfamiliar with doing this, help them by guiding them through the process. For example, ask them to find the word *fortunate* in the text and underline it. They should read the sentence which it occurs in. Xiao Li says: *I feel very fortunate living here.* What is he talking about? *Living in Xiamen.* What else do John Martin and he say about Xiamen? John describes it as *a most attractive place*, and says it's *lively*, and that the people are *friendly*. Xiao Li says *It's one of the most interesting cities.* Are these positive or negative things? Positive. Which word is positive, *sad* or *lucky*? *Lucky* is positive. So *fortunate* means *lucky*.

Explain that the more the students try to infer words from their context, the better readers they will become. Remind them that they will not always have a dictionary with them. Point out that, especially when they are talking to someone in English, they cannot stop them and either ask what a word means, or keep using a dictionary!! So they need to develop their inference skills to work out the most likely meaning of a word in a written or spoken text.

4 Find these words in the passage.

- Ask the students to look at the passage again, and to write down the words in their context.
- Remind students that words can change their meaning according to the context, so it's always a good idea to focus on the main ideas of the passage and the general meaning of the context around the words they are focusing on.

Now use some of them to complete these sentences.

- Ask the students to answer the questions individually.
- Put the students in pairs to compare their answers.
- Call back the answers from the class.

ANSWERS

- 1) tourists 2) harbour/western 3) coast
4) rent 5) district/area 6) park

GRAMMAR 1

Present perfect tense 1

1 Look at these sentences from *A Lively City*. Answer the questions.

- Ask the students to answer the questions individually.
- Put the students in pairs to compare their answers.
- Call back the answers from the class.

ANSWERS

- 1) No, we don't. 2) No, we don't. 3) Yes, it is.
4) No, they didn't. 5) Yes, it did. 6) 6 years ago.

2 Complete these sentences. Use either the past simple tense or the present perfect tense.

- Ask the students to answer the questions individually.
- Put the students in pairs to compare their answers.
- Call back the answers from the class.

ANSWERS

- 1) have built 2) has got
3) came, stayed 4) has visited
5) has lived 6) has not bought, has seen

3 Write down the names of five interesting places that you have been to.

- Ask the students to write five interesting places they have been to.

Now find a partner. Tell him/her about the places. Tell him / her when you went and what you did there. Ask him / her if he / she has been there.

- Ask the students to find a partner.
- Have the students tell each other about the places and then ask their partners if they have been there.
- Circulate, monitor and help where necessary.

POSSIBLE ANSWER

- A: I have been to X, Y, Z, A and B.
 B: When did you go to A?
 A: I went there in 2002.
 B: What was it like?
 A: It was very interesting. Have you been there?
 B: No, I haven't.

LISTENING AND VOCABULARY

1 Look at these words. They are all in the listening passage that you will hear. What do you think the passage is about?

- Read out the words and have the students repeat them after you. Make sure they understand the meaning of these words.
- Work on syllable stress. Ask the students to separate the three, four and five syllable words, and then decide which syllable the stress falls on.
 3 syllables: neighbourhood (1st), committee (2nd), unemployed (3rd)
 4 syllables: information (3rd), population (3rd), occupation (3rd), professional (2nd)
 5 syllables: organisation (4th)
- Ask the students to predict what the passage will be about. You may want to write their suggestions on the board.

2 Listen to the passage. Were your predictions about the passage correct?

- Play the passage through once and elicit what it was about. Accept different suggestions if you get them.
- Play the tape again to check.

ANSWER

The passage is about a neighbourhood group.

Tapescript

Part 1

Interviewer: Mr Yang, you're from Nanchang, aren't you? And am I right in thinking that you've lived here all your life?

Yang Hua: Yes, I was born in this street.

Interviewer: Really! And you work for an organisation called "the neighbourhood committee", is that right?

Yang Hua: Yes, I've worked for it for four years now. It's been very interesting.

Interviewer: We don't have such organisations in France. What kind of work does the committee do?

Yang Hua: A great many things. Our job is to look after the neighbourhood.

Interviewer: Can you give us some examples?

Yang Hua: Yes ... Umm, for example, we've started a holiday club for children. A lot of children have joined it. It's done very well.

Interviewer: Yes, we have that kind of thing in France.

Yang Hua: And we've begun a neighbourhood watch, where people watch the houses and streets. It's been very successful, so far. The streets are safer as a result.

Interviewer: Congratulations!

3 Listen to Part 2 and complete the chart.

- Ask the students to look at what information they will listen to.
- Play Part 2 of the tape through while they listen.
- Play it again for them to complete the answers.
- They should then check with a partner.
- Play the tape once more for them to check.
- Call back the answers from the class.
- Go through the *Learning to learn* box with the students. Ask them to give one or two more examples of how listening to the radio can improve their listening.

ANSWERS

Total population: 2,800
 Number of office workers: 517
 Number of manual workers: 378
 Number of adults in employment: 1,400
 Number of students: 280

Tapescript

Part 2

Interviewer: You've just completed a survey of the neighbourhood, haven't you?

Yang Hua: Yes, it's been fascinating. In the past we haven't known much about the people who live in our area. Now we have a lot more information.

Interviewer: I'd be interested to hear some of the figures.

Y.H: Well, there are 850 households.

Int: So it's quite a small area.

Y.H: Yes, it is. The total population is 2,800.

Int: 2,800. Have you collected any information about occupations?

Y.H: Yes, we've got 322 professional people, teachers, etc. There are 517 office workers, 378 people in manual work and 280 students. There are 183 people working in local shops like the butcher's and the greengrocer's.

Int: I see. What about the number of adults in employment?

Y.H: We make it 1,400. We've certainly done our best to help people find employment.

Int: I'm sure you have!

4 Work in groups. Talk about the neighbourhood committee in your area. Answer the following questions.

- Put the students into groups of four to discuss the questions.
- Ask each group to appoint a student to take notes on the answers.
- Call back the answers from the students who took notes.

GRAMMAR 2

Present perfect tense 2

1 Look at these sentences from the passage in Listening and vocabulary activity 2. Decide which sentences ...

- Ask the students to answer the questions individually.
- Put the students in pairs to compare their answers.
- Call back the answers from the class.

ANSWERS

Sentences 1, 2 describe events which continue over a period of time. (Examples of proximity: things which started in the past and are still continuing up to this moment.)

Sentence 3, 4 describe events that happen at a particular point in time. (Example of focus on event not time.)

2 Put the verbs into two groups.

- Read the instructions. Make sure the students know what to do.
- Put the students in pairs to put the verbs into groups.
- Circulate, monitor and help where necessary.
- Call back the answers from the class.

ANSWERS

A know live remain stay

B borrow buy give leave open put send

3 Complete each sentence with one of the verbs below. Use the present perfect tense.

- Read through the verbs and have the students repeat them. Make sure they understand the meaning of the words.
- Ask the students to complete the sentences individually.
- Put the students in pairs to compare their answers.
- Call back the answers from the class.

ANSWERS

- have, known, have known
- has borrowed 3) has lived
- Have, sent 5) has, left

4 Look at these sentences using the present perfect tense. Look at the phrases in bold. Which phrases have the same meaning?

- Read out the sentences as the students follow.
- Ask the students to do the activity individually.
- Put the students in pairs to compare their answers.
- Call back the answers from the class.

ANSWER

So far, up to now, till now mean the same.

5 Work in pairs. Ask and answer about what you have learnt so far/up to now, this term, in your lessons at school.

- Read the instructions and the example. Make sure the students know what to do.
- Put the students into pairs and ask them to work in the same way. You may want to suggest that they ask each other about two different subjects each.
- Circulate, monitor and help where necessary.

PRONUNCIATION

Stressed words in sentences

Listen to this extract from *Listening and vocabulary activity 2*. Underline the stressed words in each sentence.

- Ask the students to read through the sentences.
- Ask them to underline the words they think will be stressed.
- Put the students in pairs to compare their answers.
- Play the tape while the students listen.
- Play it again for them to answer.
- They should then check with a partner.
- Play it once more to check.
- Call back the answers from the whole class.

ANSWERS

Interviewer: Mr Yang, you're from Nanchang, aren't you? And you've lived here all your life, is that right?

Yang Hua: Yes, I was born in this street.

Interviewer: Really? And you work for an organisation called the "neighbourhood committee".

Yang Hua: Yes, I've worked for it for four years now. It's been very interesting.

WRITING

Look at the way the words *and* and *but* are used in this sentence from *A Lively City*.

- Read through the sentences as the students follow.
- Elicit from the students the difference in meaning between the two words. ("And" indicates additional information is being given, while "but" indicates that the information which follows is going to modify the previous statement in

some way.)

- If you want you could give more examples: He's a nice boy, and he's clever, but he's very lazy. It's a fast car, and it's strong, but it's very ugly. It's a nice house, and it's got big rooms, but it's on a noisy street.

Now complete the paragraph below with *and* or *but*.

- Have the students complete the gaps individually.
- Put the students in pairs to compare their answers.
- Call back the answers from the class.

ANSWERS

1) and 2) and 3) and 4) and 5) But
6) and 7) and 8) but 9) and 10) and
11) but 12) and 13) and

EVERYDAY ENGLISH

Choose the correct answers according to the listening passage in *Listening and vocabulary activity 2*.

- Read the instructions. Make sure the students know what to do.
- Ask the students to answer the questions individually.
- Put the students in pairs to compare their answers.
- Call back the answers from the class.

ANSWERS

1) a 2) a 3) a 4) a 5) a 6) b 7) b

FUNCTION AND SPEAKING

Showing position and direction

1 Answer the questions. Use the words in the brackets.

- Read the instructions. Make sure the students know what to do.
- Ask the students to answer the questions individually.
- Put the students in pairs to compare their answers.
- Call back the answers from the class.

ANSWERS

- 1) Tian'anmen Square is in the middle of Beijing.
- 2) The British Isles are near/next to continental Europe.
- 3) Guangzhou is in the south of China.
- 4) Urumqi is in the northwest of China.
- 5) The Summer Palace is in the suburb of Beijing.
- 6) I can see the high-rise buildings of Pudong across the water.

2 Contact your neighbourhood committee. Tell them that you are doing a social survey of your neighbourhood for your English class. Ask them what they have done recently.

3 Write a report about recent changes in your neighbourhood. Say what the neighbourhood committee has done.

4 Give a brief report to the class. You may want to say more than there is in your written report.

- Read the instructions. Make sure the students know what to do.
- Put the students in pairs to do the task.
- This task requires some research, so it could be given as homework.
- The students can then present their reports in the next lessons.

MODULE FILE

- This section lists the main areas of language dealt with in this module.
- You may want to use it for repetition, and pronunciation revision, or you may want to give the students ten minutes to go through it, ticking the things they are confident they know, putting a question mark next to those things they are not sure of, and a cross next to those they don't know. This should then be the basis of their own revision of the module.

2 Work in pairs.

- Read the instructions. Make sure the students know what to do.
- Give the students time to prepare. If you want, put groups of As together to work out questions, and groups of Bs together to work out answers before pairs of A&B come together to do the activity.
- Circulate, monitor and help where necessary.

CULTURAL CORNER

- Ask the students to look at the pictures and tell you what differences they can see.
- Read through the questions as the students follow.
- Ask the students to answer the questions individually.
- Put the students in pairs to compare their answers.
- Call back the answers from the class.

ANSWERS

- 1) Young people move to towns for a livelier life and for work. People can't afford village house because city-dwellers buy them up. Farmers sell their land and stop farming.
- 2) *Students' own answers.*

TASK

Planning a presentation to give a brief report of your neighbourhood.

- 1** Make a list of the information you want. The listening passage chart in *Listening and vocabulary* will help you.